



2019-2021 Public Charter School Program Start-Up Grant (Subchapters D and E)
COMPETITIVE GRANT Application Due 5:00 p.m. CT, January 31, 2019

NOGA ID

Authorizing Legislation

P.L. 107-110, ESEA, as amended by NCLB, Title V, Part B, Subpart 1; TEC, Chapter 12

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

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Application stamp-in date and time

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Grant period from

April 1, 2019 – February 28, 2021



Pre-award costs are not permitted.

Required Attachments

Attachment 1: Federal Definition of a Public Charter School

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization Promesa College Prep - Brownsville CDN 227824 Vendor ID 261609474 ESC 13 DUNS
Address 1944 East Alton Gloor Blvd City Brownsville ZIP 78526 Phone 956-295-7778
Primary Contact Dr. Sal Cavazos Email scavazos@eaprep.org Phone 512-986-0891
Secondary Contact Julie Trevino Email mjtrevino63@hotmail.com Phone 956-295-7778

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions
☐ General Provisions and Assurances
☒ Application-specific Provisions and Assurances
☒ Debarment and Suspension Certification
☒ Lobbying Certification
☒ NCLB Provisions and Assurances requirements

Authorized Official Name Dr. Sal Cavazos

Title Superintendent

Email scavazos@eaprep.org

Phone 512-287-5069

Signature

Date January 30, 2019

Grant Writer Name Rachel Rosales

Signature

Date 512-583-25

☐ Grant writer is an employee of the applicant organization.

☒ Grant writer is **not** an employee of the applicant organization.

RFA # 701-19-102 SAS # 419-19

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2019-01-29

Shared Services Arrangements**X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Students are not graduating college or career ready	Introduce students to hands-on learning in early grades (starting in Pre-K) Incorporate project-based learning instructional methodologies to engage students of all ages Integrate professional development opportunities for staff in project-based learning and technology instruction
Technology gap and deficit exists due to extreme poverty in area	Incorporate existing and new technologies into classroom lessons Bring technology into the classroom through the integration of project-based learning, software, and Internet access in lessons Create a technology-smart campus and provide take home devices for students
Lack of targeted professional development to support teachers in meeting the needs of bilingual (Spanish/English) students	Integrate professional development opportunities targeted to address the specific needs of bilingual (Spanish/English) students Integrate professional development opportunities for staff in project-based learning and technology instruction

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

In Spring 2021, 80% of all students who are assessed in Reading will have achieved acceptable performance on the Reading examinations that are part of the State of Texas Assessment of Academic Readiness (STAAR).

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Promesa College Prep-Brownsville (PCPB), a school of Promesa Public Schools, is a free, public, college-preparatory school for Pre-K-4th graders that is committed to supporting students and families through college graduation. As an elementary school, students' academic preparedness and progress is currently measured through the Texas Primary Reading Inventory.

First Quarter Benchmark:

Texas Primary Reading Inventory - Beginning of Year (BOY) Assessment for Baseline Data

Measurable Progress (Cont.)

Second-Quarter Benchmark

Texas Primary Reading Inventory - Middle of Year (MOY) Assessment

Third-Quarter Benchmark

Texas Primary Reading Inventory - End of Year (EOY) Assessment

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

As a school of Promesa Public Schools, Promesa College Prep-Brownsville is well adept at using project evaluation data to determine when and how to modify academic programming. Promesa College Prep - Brownsville (PCPB) will institute a comprehensive formative and summative evaluation to inform the progress of this grant. The intent of the formal evaluation will be to identify strengths and weaknesses while the project is being conducted so that ongoing improvements can be made in a timely manner. Teachers will review available data on a weekly basis to ensure students are on target for meeting established benchmarks. In turn, the data will be reviewed by school administrators and the leadership team to gauge progress towards meeting the summative SMART goal from two perspectives: 1) overall effectiveness; and 2) efficiency. To assess overall effectiveness, school leaders will review data to determine if content, instructional methods (project-based learning), learning tools (technology), interventions (Response to Intervention), and professional development are effective in achieving the specific outcome goals for the project. To assess efficiency, administrators will use data to determine if instructional processes and methodologies are having a positive impact on student achievement and teaching techniques. PCPB will institute a formal review process performed by the charter school start-up committee, leadership team, board of trustees and teachers to monitor continuous improvement through multiple levels to provide both formative and summative feedback. PCPB teachers will meet weekly to review and analyze students' progress (via in class assignments, quizzes, weekly assessments) as well as to make any recommendations to correct identified deficiencies or areas of need. PCPB will institute targeted interventions through evidence-based Response to Interventions (RTI) for students identified as not being on target to meet the SMART goal or performance measures. Interventions may include, but not be limited to: modifying students' schedules to allow for more reading instruction; academic remediation; tutorial support; and one-on-one assistance. Overall project data, including student PIEMS and benchmark (BOY, MOY, and EOY) data, will be evaluated quarterly to determine whether the project is achieving its goals and performance outcomes, to identify program strengths or challenges, and to inform school administration and staff of successes as well as areas for improvement. PCPB will use evaluation data to modify the program, as necessary, to support student progress and project sustainability as well as to ensure that the SMART goal and performance objectives are met.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 6. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E), will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) funds.
- ☒ 7. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 8. According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the applicant must meet the federal definition of a charter school (See Attachment #1). By signing Attachment #1 and submitting the application, the authorized official of the applicant organization certifies that each of the statements in the definition is true and that the applicant is in compliance with this definition. An applicant is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 9. The applicant certifies acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
- ☒ 10. The applicant provides assurance that the 1) charter approved by the commissioner of education or the 2) existing charter as approved by the applicable state authorizer and the Application for New School Designation is incorporated by reference into this grant application and addresses statutory requirements in compliance with P.L. 107-110, Title V, Part B, Subpart 1, NCLB.
- ☒ 11. The applicant provides assurance that it will comply with the Individuals with Disabilities Education Act §1413(a)(5) and §1413(e)(1)(B).

Statutory Requirements

1. Describe the administrative relationship between the charter school and the authorizing and/or sponsoring agency (i.e. the local board of trustees, the commissioner of education, or the charter holder board).

Promesa Public Schools, formerly East Austin Academia, Inc., was authorized by the Texas Education Agency as an Open Enrollment Charter School in 2008. Promesa Public Schools, the Local Education Agency (LEA), has since grown to include three charter schools throughout Texas, including Promesa College Prep - Brownsville (PCPB), which opened its doors in the Fall of 2018. PCPB is a free, public, college-preparatory school for Pre-K-4th graders. Promesa Public Schools is governed by a Board of Trustees which is responsible for the governance of all three charter schools, including PCPB. This experienced Board of Trustees, which receives no compensation or reimbursement for their services includes the following members: Chairman Alexia Rodriguez; Board Chair Ruth Hsu; Board Member Dr. Juan Sanchez; and Board Member Marcelo Tafoya. Each of these members bring a wealth of dedicated work ethic and wisdom to the organization. In addition, the board strongly supports the school's mission to create a new generation of high-performance public education that will enable all children, regardless of their social or economic background, to reach their height of academic achievement. The Promesa Public Schools' Superintendent reports to the Board all aspects of operations and finance. These individuals are devoted to the mission of the school as well as the interests of students and families served. The Board has empowered PCPB's leadership team to make all necessary budget, calendar, and curriculum decisions needed to ensure the success of the grant and will work closely with the Superintendent and PCPB leadership team to ensure the ultimate success of the school.

2. Describe how the authorized public chartering agency will provide for continued operation of the school once the 2019-2021 Public Charter School Program Start-Up Grant (Subchapters D and E) has expired.

Promesa College Prep - Brownsville (PCPB) is an open- enrollment public charter school overseen by Promesa Public Schools, Inc. charter district. Promesa Public Schools, Inc. currently oversees three campuses throughout Texas including schools in Austin, Corpus Christi, and Brownsville. Developing and implementing a five year financial and education plan is an important key to the charter's success. The majority of PCPB funding will come from federal dollars. Enrolling and retaining students will be necessary to ensure the school's financial success. Currently in its first year of operation, PCPB has witnessed strong parent and community interest for enrollment in the upcoming school years. Providing the community with a clear vision of the school's mission and goals, as well as sharing district successes, will provide PCPB with the enrollment needed. The 2019-2021 Public Charter School Program Start-Up grant will support professional development and will assist in the purchase of educational materials, technology, and other items necessary to accomplish PCPB's mission. To make up for the gap between state and district revenues and the cost of operating the school, PCPB's school leaders and regional directors will raise funds from local and national foundations, individual donors, and corporate philanthropic entities. The school employs several experienced grant writers to secure additional funding available through local, state, federal, corporate and foundation grants including the USDE and TEA. Additional support for instructional activities is raised through annual fundraising events. All factors will provide continued success of the school.

3. Describe and justify any requests for waivers of any federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

Not applicable. No waivers are requested.

Statutory Requirements

4. Describe how the grant funds will be used to accomplish the purpose, address the Quantifiable Needs, and achieve the SMART goal of the grant. Describe how the items and activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other federal programs administered by the U.S. Secretary of Education.

Promesa College Prep Brownsville (PCPB) opened its doors on August 20, 2018, offering a high-quality, project-based learning experience to its students in grades Pre-K-3 through 4th grade. The project-based learning experience is meant to provide students with a learning environment which fosters higher order thinking skills and critical thinking and decision making. PCPB has a student population consisting of 58% Spanish-speaking and 83% economically disadvantaged students. This diversity in student population is one reason for PCPB's commitment to provide equalization of learning experiences through the use of project-based learning. In order to fully impact learning, PCPB recognizes the importance of Reading to students' academic success. The programs discussed in this application will be used to strengthen the students' academic achievement by focusing on Reading instruction in the implementation of project based learning.

In order to achieve the school's goal of reaching the needs of our diverse student body, PCPB will utilize grant funding to support the following:

- 1) A fully equipped library to provide students with the opportunity to read, both for enjoyment and for learning;
- 2) Staff development from experts in the area of project-based learning to ensure that the instructional experiences provided to students is on-target and at the correct level of difficulty;
- 3) Staff development aimed at assisting teachers that must provide this instruction to PCPB's bilingual students;
- 4) A leveled Reading program aimed at identifying and correcting the reading deficiencies in our student body so that the students can work towards reading at grade level or beyond;
- 5) Technology so that the whole student is actively participating in the learning experience and develop the skills needed in the present and future workforce.

It is anticipated that these five strands will blend to meet the diverse needs of the PCPB students as evidenced by the outcomes of both the TPRI Early Reading Assessment and it's Spanish counterpart, Tejas Lee. Student success on the STAAR Reading Assessment will also be used for this purpose.

Statutory Requirements

5. Describe how the charter school that is considered a local educational agency (LEA) under state law, or a LEA in which a charter school is located, will comply with the Individuals with Disabilities Education Act §1413(a)(5) and §1413(e)(1)(B). ***Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.***

Promesa College Prep - Brownsville (PCPB) will serve children with disabilities in the same manner as all other students enrolled in local school districts. All accommodations and services identified by each student's Individual Education Plan (IEP) will be provided through the charter district's (Promesa Public Schools') special education personnel assigned to the PCPB campus. The charter district is committed to providing the PCPB campus with the necessary staffing and support services to comply with IDEA on the same level as it provides to all other district campuses.

The PCPB campus will be responsible for providing a free appropriate public education to all students with disabilities within the age group described in the charter contract, by direct and indirect services, and to all who select PCPB as their school. Regardless of the severity of the disability, PCPB will make every effort to locate, identify and evaluate those specific individuals, as well as to refer any students who may have a disability, to the appropriate agency. This duty extends to children who are homeless children or who are wards of the State.

The referral of a child suspected of having a disability, for a full and individual evaluation for possible special education services, is a part of the Promesa Public Schools, Inc. charter district's overall general education referral and screening program. A student who is experiencing difficulty in the regular education program may be considered for eligibility for special education services after Response To Intervention (RTI) modifications and support have escalated to Tier 4 of the PCPB framework. PCPB will comply with the charter district's specific procedures related to identifying students, providing modifications in the regular program first (if appropriate) and initiating the Full and Individual Evaluation to establish when these modifications have failed to ensure adequate yearly progress resulting in the student being suspected of having a disability. A student who has received all pertinent and reasonable support in the general education setting and who continues to have difficulty in making adequate yearly progress may be considered for a referral for evaluation for special education services based on the district's & IDEA regulations and guidelines.

PCPB offers educational programming for students with disabilities through a continuum of services, so that, to the greatest extent possible, they are educated with individuals who are not disabled. Support services are available to students with disabilities that supplement the student's special education program or may be determined by the ARD committee to be the only delivery of services required to meet the identified needs of the student. PCPB makes available equitable access to any assistive technology devices or services needed as a result of the full and Individual Evaluation, ARD committee recommendations, and/or Assistive Technology Team recommendations. Those devices and/or services are included in the students' IEP.

At the beginning of each school year, the school has in effect a current IEP for every student with a disability who is receiving special education and/or related services from the school. Educational decisions leading to the development of the IEP are based only on a student's individual and unique needs. Educational decisions are not based upon administrative expediency, availability of services (e.g., a related service is provided on a consultation basis only), cost of services or the type or severity of the disability.

TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Open-Enrollment	120	25	20	15	15	15	15								225
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	31	Total Parents		360	Total Families		175	Total Campuses		1					

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Open-Enrollment	130	40	25	20	20	20	15	10							280
Total Staff	32	Total Parents		363	Total Families		177	Total Campuses		1					

3. Provide the number of students to be served in 2019 -2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Open-Enrollment		0	0	0	0	0	0								0
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff		Total Parents			Total Families			Total Campuses							

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	Brownsville ISD	Lincoln Park School	31-901-127
2.			
3.			
4.			
5.			
6.			
7.			
8.			
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>			

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

☒ PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)	\$93,600
Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)	\$356,399
Total Planning Activity Costs + Total Implementation Activity Costs (This amount should match TOTAL BUDGET REQUEST)	\$449,999

PAYROLL COSTS (6100)	BUDGET
PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Professional Development Training for 2 years	\$52,000
Professional Development Training for Bilingual Teachers for 2 years	\$41,600
SUPPLIES AND MATERIALS (6300)	
Reading and Phonics Programs and materials, Social Studies curriculum and books	\$40,490
Classroom and library furniture and equipment	\$119,968
Computers Chromebook bundle	\$89,567
OTHER OPERATING COSTS (6400)	
CAPITAL OUTLAY (6600)	
Library collection	\$65,000
Networking and PA System	\$41,374
TOTAL BUDGET REQUEST	\$449,999